

## Conventions of Drama

### Lesson Preparation

Daily Lesson 1	READING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.Fig19A,B E1.2B,C	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> <li>— What influences an author?</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Classic literature</li> <li>Historical context</li> <li>Figurative language</li> <li>Reader's Notebook (1 per student)</li> <li>Writer's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Classic play (class set)</li> <li>Audio recording or production of selected play (optional)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 02B Writing Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare to present introductory background information on the classic play as needed.</li> <li>Select passages in the play which are representative of figurative language for discussion and analysis.</li> <li>If applicable, prepare to play audio recording or show a production of the classic play.</li> <li>Refer to Teacher Resource: <b>English 1 Unit 02 Writing Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	<p>Refer to notes in Reader's Notebook from Unit 01 on the value of looking at the historical context of any piece of literature prior to reading. These notes include how the social, political, and economic situations around the time the author wrote the story, the time they grew up in, and the actual time frame of the setting in the play affect the story as well as the reader.</p> <p>Elements of a classic play include but are not limited to: a universal theme, a classic appeal, and a plot and characters with which people across cultures can sympathize.</p> <p>Play organization:</p>	

READING	
Daily Lesson 1	
	<ul style="list-style-type: none"> <li>• Scenes</li> <li>• Acts</li> <li>• Line numbering</li> <li>• Foot/side notes</li> <li>• Stage direction</li> <li>• List of characters</li> </ul>
Teacher Notes	<p>This <b>Instructional Routine</b> will need to be repeated. A significant portion of the drama should be read prior to beginning Daily Lesson 2.</p> <p>Many students believe that classic just means old. An explanation of elements that make something classic will need to be discussed.</p> <p>If the plot is particularly complex or the language is unfamiliar to students, include pivotal stop points throughout the reading to ensure that students are following the play's progress. Viewing a production of the play or listening to an audio recording may help students understand and appreciate the genre.</p> <p>You may also choose to only use selected sections of a longer work of drama. Prepare summaries of omitted scenes to ensure understanding and clarify the overall plot of the work.</p>

## Instructional Routines

### READING

Daily Lesson 1	
<b>Duration and Objective</b>	<p>Suggested Duration: 50 min.</p> <p><u>Content Objective:</u> Students comprehend a play and analyze how historical context, classic elements, and figurative language to create meaning for the reader.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Writing Appetizer</li> <li>2. Introduce the previously selected play as a classic piece of literature. Ask: <b>What does the word classic mean?</b> Discuss responses. Ask: <b>Why do we call something classic</b> (e.g., cars, way of dress, movies, music)? Discuss responses. Clarify how the term <i>classic</i> relates to literature.</li> <li>3. Demonstrate the historical context of the play (e.g., show setting on a map, show artifacts and photographs from the time period, etc.). Ask: <b>How does the historical context of a play help create meaning?</b> Discuss responses.</li> <li>4. Direct students to examine the organization of the play. Point out the list of characters, acts, scenes side/foot notes (as appropriate for the text), and stage directions.</li> <li>5. Instruct students to create a section in the Reader's Notebook for the notes they will be taking as they read. They should title one page, "<i>Timeline</i>" so they can sequence the events of the play. Explain that these notes will be used for discussion.</li> <li>6. On another page, have students divide the page into 3 vertical columns and label as follows: "Act/Scene/Line," "Figurative Language," "Explanation." Pause periodically during the reading to analyze previously selected passages.</li> <li>7. Ask for volunteers or assign character parts for students to read aloud.</li> <li>8. Begin reading the play aloud, stopping when necessary for questions, clarification, or summary. Remind students to get into the <b>Flow</b> of the text. If they notice something they want to discuss, they should take notes in the Reader's Notebook.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students continue to read and follow the play, writing notes in the Reader's Notebook as appropriate.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>What influences an author?</b> Discuss responses.</li> </ol>